UC-NRLF
C 2 677 390

BRARY
OF THE
IVERSITY
OF
LIFORNIA
ATION LIBR.

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

http://www.archive.org/details/eveningschoolopp00leverich

EVENING SCHOOL OPPORTUNITIES FOR BERKELEY

By

NORMA EBOLIE LE VEQUE

B.A. and B.E. (University of Colorado) 1913

THESIS

Submitted in partial satisfaction of the requirements
for the degree of

MASTER OF ARTS

in

EDUCATION

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

May 12, 1919.

EDUCATION LIBR.

L6
Edu
Lib

ACKNOWLEDGMENTS.

The writer gratefully acknowledges the cordial assistance and encouragement given by Professor R. J. Leonard, under whose direction this study has proceeded, and to all others who have in any way aided in its preparation.

N. E. LeV.

M519602

TABLE OF CONTENTS

		Page
Chapter I	A Survey of the Problem	1
Chapter II	Facts About Berkeley	6
Chapter III	Present Facilities for Supplementary Education	26
Chapter IV	Suggestions for an Effective Evening School System	50
Appendix:	Supplementary list of courses and subjects suitable for evening schools	61
	Tables I to XIV	

CHAPTER I.

A SURVEY OF THE PROBLEM

Berkeley has long been known as an educational center, not only because of the presence of the State University, but also because of the superior type of work done in the public elementary and secondary schools. The secondary education offered has in the main aimed to prepare students for entrance into any of the departments of the university. This is commendable in itself, and in the splendid ranking of the Berkeley students in university work and in their later life achievements there is just cause for civic pride.

However, in Berkeley, as in all communities, there are many who have not been able to attend the secondary school, and many who have been unable to obtain there the particular occupational training they needed. In most communities usually but a very small percentage are fortunate in having full opportunities for educational advancement, and we may justly accord to that larger percentage who have gone out into the productive fields with limited training the right to public assistance in their particular occupational, as well as civic and social, needs.

It is true that Berkeley is known as a home and school center, yet coincident with the growth and development of the city in general there has been the development of the industrial and commercial interests similar to that in other cities of the same size. The growth of commerce and industry has been so rapid that Berkeley has not fully realized the extent and the resulting responsibilities. The splendid location on the bay, affording warehouse and factory sites, the cheap and easy access to other business centers, and the fact that two transcontinental railroads pass thru the city, are but some of the factors which have made possible the splendid growth of the city.

Each of the major groups of occupations is practically normally represented here. These different occupations have called in the varied types of persons engaged in each. Among the various workers we will find many native born and many foreign born who have failed to receive a common grammar school education; and among the foreigners there are many who are illiterate in their own language, as well as unfamiliar with the use of the English language, and unfamiliar with our national customs and ideals.

There has been a general awakening thruout our whole country to the view that public education should aim to meet the needs of all classes of persons and not be restricted to a favored few. We have an appalling amount of illiteracy in our country among our native born as well as among the foreign

born. We have and probably always shall have a stream of immigrants, for whose assimilation we must prepare. Labor situations threaten the safety of our land. These, with many unfavorable social conditions among our people, are some of the problems which we as a nation must face and solve in accordance with the ideals of our country.

Each local unit must study carefully its particular problems, and then strive to meet the issues squarely and effectively, for industrial and social efficiency, whether for the nation, the state or the city, is dependent upon the adequacy of the provisions made for universal education.

The problem before Berkeley is to analyze the needs of the inhabitants, to review the present methods of meeting these needs, and then to formulate plans which will receive the hearty co-operation of all civic interests and thereby assist in serving the needs of the entire community. It is not necessary to revolutionize the entire school system, but it is necessary to augment the extent of the fields covered by public instruction, and to extend the benefits of the system to all ages and all classes who will profit by this public service.

One of the most effective methods of reaching the youths above compulsory school age and also adults and serving them in their major interests is thru an adequate evening school program. The public school buildings and the school equipment

can easily serve a large number outside of the regular school hours at very little additional expense. In fact, economy in the use of all school plants requires longer days, more days of use, and the serving of a larger number.

Already Berkeley is serving about four hundred persons in public evening schools, but about the same number of Berkeley residents are availing themselves of the courses offered in the Oakland evening schools, principally at the Oakland Technical Evening High School, a fact which shows that Berkeley has not been able to meet their particular needs. However, the board of education is planning to extend the use of the school plant, and the carrying of the recent bond issue has assured the establishment of a new modern high school building with gererous equipment, as well as various building improvements thruout the city.

In view of the proposed improvements in the school plants and the increased facilities to insure a more comprehensive educational system, a study of the evening school opportunities for Berkeley is timely. It is hoped that the material presented in this study will be of some value in leading to a more extended consideration of the Berkeley problem.

It is the purpose of this study:

1. To give in detail the social and economic facts concerning Berkeley and a comparison between Berkeley and other cities of the same class.

[illegible] a large [illegible] of the [illegible] house of very [illegible] Negroes. In fact, [illegible] the use of all school plants [illegible], with [illegible] of men, and the [illegible] of a larger number.

[illegible] is carrying about [illegible] public [illegible] schools, [illegible] the [illegible] of the [illegible], principally of the [illegible] among [illegible] schools, a fact [illegible] has not been able to meet [illegible]. However, the board of education is planning to extend the use of the school plant, and the [illegible] of the [illegible] has [illegible] the establishment of a [illegible] school building with [illegible] equipment, as well as [illegible] buildings [illegible] throughout the city.

In view of the proposed improvements to the school plants and the increased facilities for [illegible] a more scientific [illegible] method, a study of the [illegible] school [illegible] is timely. It is hoped that the material [illegible] in this study will be of some value in [illegible] a more [illegible] understanding of the [illegible].

It is the purpose of this study:

1. To [illegible] and [illegible] of the [illegible].

2. To review the present facilities for supplementary education, on an evening school basis.

3. To make suggestions for the further development of evening schools in Berkeley.

(1)

The term "evening school" is considered to mean school work given to persons at hours other than those of actual employment. A class does not need to be held after sunset or after six P. M. in order to be an evening school class. For instance, the housewife or the servant girl finds she can spare time between three and five o'clock in the afternoon to attend a class in dressmaking, dietetics, or millinery; the Saturday afternoon holiday gives opportunities for class attendance to many industrial, office, and store workers; or again, a dull season period or inclement weather may allow some trade group to attend a short unit course during morning or afternoon hours. "Evening school" may be contrasted with "day school", which is intended primarily for children of school age and which holds regular sessions for the same during morning and afternoon hours.

(1) From interpretation made by the Federal Board for Vocational Education.

CHAPTER II.

FACTS ABOUT BERKELEY

The settlement of Berkeley dates from the time of the selection of the State University site in 1868. The city was named in honor of the noted scholar and philosopher, Dr. George Berkeley, dean of Derry and lord bishop of Cloyne.

The rapid growth of the city from the union of San Pablo and Berkeley, two straggling villages in 1878, forty years ago, to the estimated size of 69,000 in 1918, is shown in Table I.

For the purpose of getting a clear idea of the location of Berkeley as a social and economic center among the cities of California, we will make use of data obtained from the 1910 Census Report, the most complete reference to date. The cities from 25,000 to 100,000 inhabitants, with which Berkeley is grouped in the Census Report, are: Pasadena, Sacramento, San Diego, and San Jose. The three cities in California with over 100,000 population are: Oakland, San Francisco and Los Angeles. Regardless of the lapse of eight years since the Census Report was made, we will assume that the percentages hold fairly close for present day conditions in these California cities.

GROWTH.

Comparing the number and per cent of increase of the populations of Berkeley, Oakland and San Francisco from 1890 to 1910, shown in Table II, it is seen that Berkeley's growth during the last two decades has far surpassed that of the other two cities. In fact, Berkeley is among the few most rapidly growing American cities. For the decade ending in 1900, the per cent of increase for Berkeley was 159 against 37.5 for Oakland, and 14.6 for San Francisco. In 1910 the increase in population for Berkeley was 206 per cent, against 124.3 per cent for Oakland, and 21.6 per cent for San Francisco. The estimated population of 69,000 for 1918 gives an increase of 72.5 per cent over the census number for 1910. The increase from 13,214 in 1900 to almost three times that number, 40,434, in 1910, and the continued increase, means that since 1900 the number of persons who have come to settle in Berkeley has averaged 2,600 per year. This shows that fundamentally there must be a sound economic condition in the city to warrant the growth. A city cannot grow alone on mild weather, flowers and books.

Berkeley's geographical location has afforded it opportunities to develop in industrial and commercial lines. In Alameda County, adjoining Oakland, the county seat, Berkeley has a splendid location on the east shore of San Francisco

Bay. Two transcontinental railroads, the Southern Pacific and the Santa Fė systems, pass thru the city. Electric street car lines give efficient connection with Oakland at low rate; a combination of electric lines and ferry service afford good connections with San Francisco, about ten miles southwest.

OCCUPATIONAL STATUS.

Several tables follow, which will give an idea of the occupational status in Berkeley.

Table III, showing the per cent engaged in the various occupations in Berkeley, San Jose, Los Angeles, Sacramento, and Oakland in 1910, gives a fair basis for the comparison of the activities of the community. For convenience an average has been struck for the per cent employed in the other four cities.

In trade, domestic and personal service, public service, extraction of minerals, and agriculture, Berkeley shows practically the same percentage as do the other cities. For the per cent engaged in manufacturing and mechanical pursuits Berkeley is five points lower than the average per cent for the other cities, and four points lower in transportation. On the other hand, in professional services Berkeley has relatively six per cent more engaged than there are on the average in the other cities, and in clerical occupations four per cėnt more.

A further analysis of the occupations will help to show these slight variations more clearly.

Table IV shows the number and per cent of Berkeley men and women engaged in the various occupations. In order to have some basis for comparisons, Table V has been constructed. This table gives approximate per cents of the men and women engaged in the more largely represented occupational groups, and helps to show which sex has the greater variation as noted from Table III. Oakland and Los Angeles were chosen for this comparison because the former differed most with Berkeley, and the latter approximated Berkeley in the percentage distribution in each of the occupational groups.

Of women engaged in the manufacturing and mechanical pursuits, both Oakland and Los Angeles have relatively about twice as many engaged as Berkeley, while in this same group there is but a very slight difference in the per cent of men employed. The variation in numbers engaged in manufacturing and mechanical pursuits rests, then, with the few number of women employed.

In the professions there are both more men and more women engaged than in the other two cities. This fact is doubtless due in large part to the University influence in the city. The order of rank of the different professions for both men and women will be listed later.

The women in clerical occupations in Berkeley number

19 per cent, in Los Angeles, 15 per cent, and in Oakland 18 per cent. There are 3 per cent more men in Berkeley in clerical occupations than in either of the other two cities. There is a possibility that many of those among the Berkeley number are employed in San Francisco or Oakland.

The fewer men employed in transportation brings down the total percentage of those in this line.

In all the other major groups of occupations there is close correlation between the relative numbers engaged.

Before proceeding to the next table it is well to summarize the distribution of those engaged in the major groups. Of those employed in Berkeley, including men and women:

27 per cent are engaged in mfg. and mechan. pursuits
18 " " " " " trade
15 " " " " " professional service
14 " " " " " domestic and personal service
12 " " " " " clerical occupations
8 " " " " " transportation
1 " " " " " public service
1 " " " " " agriculture
1 " " " " " extraction of minerals

The ranking of the men in the larger occupational groups is:

32 per cent in mfg. and mechan. pursuits

22 " " " trade

12 " " " professional service

10 " " " clerical

10 " " " transportation

9 " " " domestic and personal service

The following is the ranking of the women:

35 per cent domestic and personal service

26 " " professional service

19 " " clerical

11 " " mfg. and mech. pursuits

7 " " trade

1 " " transportation

Table VI gives an analysis of the occupational groups, showing the distribution of the workers under each major heading. The different groups of fifteen or more workers have been arranged in order of size. With the development of different industrial plants since 1900, it is expected that this distribution has changed.

In the largest major occupational group, manufacturing and mechanical pursuits, almost half of the men are employed in the building trades. Carpenters head the list with the

number 693; then building laborers, 329; builders and contractors, 311; painters, 218; electricians, 213. The largest groups of women are dressmakers and milliners.

Retail dealers, salesmen and clerks form over half the number of those engaged in the major group Trade. Almost all the women in trade belong to these three groups of workers. There are almost three hundred real estate agents in this group.

The ranking of the men in professional service is as follows:

Civil and mining engineers	265
Lawyers	178
Teachers	168
College presidents and professors	138
Physicians	116
Clergymen	92
Architects	74
Editors, authors, reporters	72

The women in professional service are:

Teachers	531
Musicians	127
Nurses	99
Artists	46

In that major group in which there are more women than men employed, and in which service one third of all the women engaged are employed - domestic and personal service - servants form almost one half of each sex employed. Laundry operatives, nurses (not trained), boarding-house keepers, housekeepers, waiters, barbers, and janitors follow in order named.

Bookkeepers and clerks (not in stores) each form a third of the number employed in clerical service. One fifth of this group are stenographers.

This wide distribution in the occupations calls for a varied educational program in the evening schools.

INDUSTRIAL STATUS.

The present day facts of Berkeley's industrial status are given in Table VII, which also includes some of the figures concerning the status of Los Angeles and San Francisco. The figures for Berkeley were received from the 1918 report of the Berkeley Chamber of Commerce. The California Bureau of Labor Statistics Report for 1918 furnished the figures for the other two cities. Since all of these figures were not obtained from the same source, it is hardly safe to draw definite comparisons. However, from the data we have, Berkeley compares favorably with the other cities.

Besides about 65 smaller establishments not here listed, the following industrial plants are located in Berkeley:

American Photo Player Co.
Berkeley Iron Works
Berkeley Sulphur Refinery
Borkhum Printing Co.
Browning Preserving Co.
Byron Jackson Iron Works
California Bisque Doll Co.
California Cider Co.
California Corrugated Culvert Co.
California Ink Co.
The Cutter Laboratory
El Dorado Oil Works
The Everding Starch Co.
Globe Iron Works
Hall Scott Motor Car Co.
Heywood Lumber and Supply Co.
Hygienic Health Food Co.
Jacuzzi Bros.
Rawneer Manufacturing Co.
Macaulay Foundry Co.
Manasse Block Tanning Co.
Pacific Guano and Fertilizer Co.
Pacific Spring Bed Co.
Peet Bros. Manufacturing Co.
Philadelphia Quartz Co.
The Pure Carbonic Co.
San Francisco Sulphur Co.
See - Dora Screen Co.
Senn Concentrator Co.
Standard Nutmeat Co.
The Standard Soap Co.
Stauffer Oil Co.
Solano Iron Works
Tilden Lumber Co.
West Berkeley Macaroni Co.
West Coast Kalsomine Co.

COMPOSITION OF POPULATION.

It is thus evident that Berkeley has practically a normal distribution of workers in the various occupations, and that the commercial and industrial interests of the city are important. We may expect then that the composition of the population will approximate an average distribution. How remarkably close to the average of seven cities Berkeley falls is shown in Table VIII. In this table the cities are arranged so that the one having the largest percentage of native white of native parentage is placed first in order, and the city with the lowest percentage in this respect is listed last. Berkeley is third in rank, and is found to compare very well with the average struck for these cities.

To summarize the findings from this table:

1. Almost half of the inhabitants (of Berkeley) are native white of native parentage.
2. Almost one third are native white of foreign or mixed parentage.
3. About one fifth are foreign born white.
4. Negroes, Chinese, Japanese and other colored peoples make up less than four per cent of the total population.

Table IX shows that of the foreign born white who make up about one fifth of the population of Berkeley,

57	per	cent	are	from	Northwestern Europe
16	"	"	"	"	Southern and Eastern Europe
12	"	"	"	"	the Americas outside the U. S.
11	"	"	"	"	Asia
2	"	"	"	"	all other countries

Of the foreign born, the English speaking peoples form a very large portion; in fact, over a third are from the British Isles and Canada. One seventh are from Germany, and about that portion are from the three Scandinavian countries. Among Southern and Eastern European countries Finland, Italy, Russia, Portugal, and Greece have the largest representation. About two thirds of the Asiatics are Japanese and almost one third are Chinese. The last column in Table IX shows what per cent each division and country is represented in the total population of Berkeley.

To summarize our findings, the largest groups of non-English speaking peoples in Berkeley are:

Germans....................	3	per	cent	of	total	population
Scandinavians..............	2	"	"	"	"	"
Southern and Eastern Europe	3	"	"	"	"	"
Asiatics	2	"	"	"	"	"

ILLITERACY.

Since half of the immigration has been from Northwestern Europe, from countries where elementary education prevails, we may expect to find that illiteracy in Berkeley is fairly low.

Table X shows the distribution of illiteracy among the total population, the native white, and the foreign born white, over ten years of age, in six California cities. The average of the per cent of illiteracy in these cities is very close to the per cent indicated for Berkeley. The findings for Berkeley are:

18	illiterates	among	native white	over	10	years	of	age
394	"	"	for. born "	"	"	"	"	"
475	"	"	total pop.	"	"	"	"	"

The above figures of illiteracy include only the number who cannot read or write <u>any</u> language, and do not include the many foreign born, or native born, who cannot read or write the English language.

The following editorial, taken from "School Life", dated February 16, 1919, gives some startling facts about the real condition of illiteracy in the United States.

"Figures just compiled by the Surgeon General of the army show that the illiteracy situation is even worse than the census of 1910 indicated, and that the estimate of eight and a half million persons in the U. S. over 10 years of age who cannot read a newspaper, billboard, card, sign, booklet, or letter in the American language is a modest one.

"The war has demonstrated some of the dangers from large numbers of foreign-born persons who have not been assimilated or Americanized. It has also brought to light thousands upon thousands of native-born Americans who cannot read or write.

"These illiterates and aliens exceed the total population of the Dominion of Canada. As voters their ballots will outweigh the influence of Greater New York, Philadelphia, and Chicago in national affairs."

That which determined the illiteracy in the recent army tests was the ability to read or write a simple English sentence, and did not rest with the ability to sign one's name, or read or write a foreign language.

We do not know what the figures for Berkeley are in this new view of illiteracy, but we may assume that the number will be near the average for cities of the same size.

It is interesting to note here that of the foreign born white over ten years of age in Berkeley in 1910, 394 were illiterate; 407 were unable to speak English. Of these 407, 224 were males, 183 were females.

AGE GROUPS.

The age groups of native and foreign born living in Berkeley are given in Table XI. It is shown here that three fourths of the foreign born men, and nine tenths of the foreign born women, are over twenty years of age, contrasted with three fifths of the native born men and women above that age. Such a large proportion of the foreign born being above twenty years of age brings home to the public at

large the responsibility of educating these strangers to American standards and ideals through some such scheme as a public evening school program which will reach the adult.

Table XII gives the age groups of the total population of five California cities. The two groups embracing the ages from 15 to 44 years include those who are most likely to be reached by the evening school. Of this class, from the ages of 15 to 44, Berkeley has fifty-four per cent, over half of her inhabitants.

SCHOOL ATTENDANCE.

That Berkeley has a very large percentage of pupils in school is shown in Table XIII. In this table Berkeley is compared with the total population of all California cities of 25,000 or more. The latter group includes Berkeley, Pasadena, Sacramento, San Diego, San Jose, Oakland, Los Angeles, and San Francisco. In the age group 15 to 17 years inclusive, Berkeley has 73.6 per cent attending school, while 55.2 per cent are attending in all the eight California cities. A large part of this age group includes those attending high school. Of the group 18 to 20 years inclusive, there are in Berkeley 40.5 per cent attending school, and in all the cities, 17 per cent attending. This age group extends into the usual college or university age.

From these figures it is apparent, then, that Berkeley

is keeping a large part of her young people under school influence for a longer period than the other California cities are. The condition peculiar to Berkeley, which to all appearances causes this greater attendance, is the location of the State University. The young people of the city are encouraged to complete the public school course thru the high school in order that, with very little added expense while residing at home, they may avail themselves of the opportunities of the college course. The general college activities themselves arouse an enthusiasm among the young people to finish the high school course that they may enter into the university life. Many families who move here for university opportunities have younger members who attend the public schools till they are ready for their college course. There are also many who have not adequate high school courses at home who move to Berkeley because of the very high grade of pre-academic work offered in the Berkeley schools.

The excellent group courses offered at the Berkeley High School are almost purely pre-academic in character, and accordingly are not extending the opportunities to many worthy students who are not destined for college careers. This fact is recognized by the principal, the city superintendent, and the board of education, and they are planning on extending the scope of the courses offered.

Table XIII also shows that a very large per cent of all

the children between the ages of ten and fourteen are attending school. In Berkeley 96.3 per cent of the children of these ages are attending school, and in all the California cities of 25,000 or more population, 93.4 per cent are attending. This very large number is doubtless due to the provision of a State act to enforce the educational rights of children, approved March 24, 1903, and to the State child labor law enacted in 1905, which latter act restricted the hours of employment of all minors under eighteen; forbade the employment of minors under fourteen, allowing exceptions thru issuance of permits to those between twelve and fourteen; required an age and schooling certificate for each minor between the ages of fourteen and sixteen who was employed; and provided permits for minors over twelve years of age to work during regular vacations.

The entire Child Labor Law was re-enacted by the statutes of 1915, chapter 625. Many changes were made in the law at this time. As the law reads now: No child under fifteen years of age shall be employed except those fourteen years of age who are provided with a Permit to Work, or a child over twelve years who is provided with a Vacation Permit may be employed during the regular vacations of the public schools and on regular weekly school holidays; also, no child fifteen years of age shall be employed during the hours the public school is in session unless provided with an Age and Schooling

certificate.

The following review is taken from the Eighteenth Biennial Report of the Bureau of Labor Statistics of the State of California.

"One of the most essential purposes of the Child Labor Law is to protect the child in its efforts to secure at least a grammar school education. With this purpose in view, the Bureau of Labor Statistics strongly recommended that bureaus be established in the larger cities, under the control of the school department, so that the issuance of permits and certificates would be centralized...The bureau holds the school authorities responsible for all children's permits, and causes them to report semi-annually to this office, a schedule of permits issued.

"At present the following permits are issued under the provisions of the Child Labor Law:

Permit to Work (Graduate)
Where the minor is fourteen years of age and has completed the prescribed grammar school course, and is physically fitted for the work contemplated.

Permit to Work (Temporary)
Where the minor is fourteen years of age and the parent is incapacitated through illness or injury, or through the death or desertion of the father, the family is in need of the earnings of such minor. The permit is issued only for a temporary period, not to exceed six months.

Age and Schooling Certificate
Where the minor is fifteen years of age and has completed the prescribed grammar school course, or has completed the seventh grade and is a regular attendant at night school.

Vacation Permit
Where the minor is over twelve years of age, but for use only during the vacations of the public schools and on the regular weekly school holidays.

Special Permit
Where the minor is fourteen years of age, but for use only outside of school hours."

The writer regrets that it was impossible to obtain an accurate report of the different permits issued in Berkeley during the last school year, 1917-18. The summary was not to be obtained from the Berkeley attendance officer, who had turned over the duplicates of all permits issued to the city superintendent's office. From this office no report of the number was available, for said roll of duplicates had been sent to the county superintendent's office, where, according to the law, all duplicate copies are to be filed in the respective counties every six months of the fiscal school year, and a report sent to the Bureau of Labor Statistics. The figures for the whole county were recorded in the county superintendent's office, but no report of the number issued in Berkeley could be obtained. An inquiry addressed to the Bureau of Labor Statistics revealed only the total for Alameda county, but not for Berkeley individually. At the county superintendent's office the writer went thru various rolls of the duplicates issued during the last few years, and attempted to make an accurate count of all from Berkeley for said school year. The following table includes the results of this count made of the Berkeley permits and certificates, and the Bureau of Labor Statistics report of the number issued in Alameda county during the period June 25, 1917, to June 25, 1918.

	Berkeley	Alameda County
Permits to Work (Temporary)	23	159
Permits to Work (Graduate)	22	109
Age and Schooling Certificates	7	218
Total	52	486

The number of age and schooling certificates issued in Berkeley is very low in ratio of Berkeley's population to the total population of Alameda County. It is possible that the full count of these certificates was not made. In the cases of the temporary and the graduate permits issued the correlation is fairly close to, tho under, Berkeley's share.

DISTRIBUTION OF SEX.

Table XIV gives a comparative distribution of men and women in Berkeley, Oakland, and San Francisco. Berkeley, unlike either of the other two cities, but similar to the average for the whole United States, has more women than men among the population. We shall not attempt to give any reason for this fact unless it is that Berkeley is attractive as a home center. That there is this large number of women emphasizes the fact that the range of public education should aim to meet the needs of all classes of women, the wage earners and particularly that larger group, the home makers.

SUMMARY

From the foregoing analysis of the population of Berkeley, the occupations, the composition of the population, illiteracy, school attendance,- in fact, from the whole analysis of the social status of the city- we may conclude that Berkeley has the problem any modern city has of offering to all classes of her inhabitants the fullest opportunities possible for obtaining an acquaintance with the elementary tools of education, an intensive training and practice in a trade or occupation such as lead to useful productive citizenship, and a broad acquaintance with and a comprehension of those facts which will lead to an intelligent understanding of the social and economic conditions of the day.

CHAPTER III.

PRESENT FACILITIES FOR SUPPLEMENTARY EDUCATION IN BERKELEY.

The second part of this study gives a review of the present facilities for supplementary education, both public and private.

PUBLIC EVENING SCHOOLS.

State Law. The California constitution provides for the establishment and maintenance of evening schools,- a feature quite unique, since this is the only state in the Union which specifically mentions evening schools in its constitution.

"The public school system shall include day and evening elementary schools, and such day and evening secondary schools...as may be established by the legislature or by municipal or district authority. The entire revenue derived from the general State school tax shall be applied exclusively to the support of day and evening elementary schools...State school law of California, 1915, extracts from constitution, art.IX, sec. 6."

Bureau of Education Bulletin No.46, 1917:
"According to section 1662 of the school law of California
'The day elementary school shall be open for the admission of all children between six and twenty-one years of age residing in the district, and may be open for the admission of adults if the governing body of the district deem such admission advisable...The governing body of any elementary school district shall have power to establish and maintain, in connection with any school under its jurisdiction, special day and

evening classes for the purpose of giving instruction in any of the branches of study mentioned in section 1665 of this code. These classes may be convened at such hours and for such period and for such length of time during the school year as may be determined by such governing authority, and the enrollment of and attendance upon such classes shall be kept separately and the units of average daily attendance shall be determined as provided in section 1858 of this code and shall be added to the attendance of the elementary school district.'"

The governing body of any secondary school district has similar power to establish and maintain special day and evening classes.

Section 1858 provides:

"The actual time in minutes that pupils are in attendance upon evening schools and special day and special evening classes of day schools of elementary and secondary grade shall be kept. A full day's attendance upon such schools or classes shall be four sixty-minute hours.

"Units of average daily attendance wherever used in this section shall be construed to be the quotient arising from dividing the total number of days of pupils' attendance in the regular full-time day, part-time day, and evening elementary schools of the district for the school year by the number of days school was actually taught in the regular elementary day schools of the district during the year."

Evening school attendance is thus merged into the total attendance of the regular day school, and apportionment of funds is allotted upon each unit of attendance. Besides the average attendance grant the amount of $550 is allotted each elementary school district for every teacher allowed to it on the regular basis of thirty-five units of average daily attendance.

History of the Evening Schools in Berkeley. As early as 1895 a petition was circulated among the residents of Berkeley asking the board of education to offer evening classes open to the general public. A shortage of funds did not allow the granting of the request at this time. In 1904, in the old building on Allston Way, classes were organized, but they were of short duration, due to mismanagement. Various attempts failed until 1911, when the organization of classes was made in the Franklin building. These classes were in 1915 transferred to the Burbank building. In 1913 classes were successfully organized in the Lincoln school, but were transferred to the Edison school upon the completion of that building in 1916.

The annual report of the auditor of the city of Berkeley for the fiscal year ending June 30, 1918 gives the following report on the Night Schools, 1918-18:

No. of nights of school, 153

Average attendance, 296.

Burbank Evening School. From visits during the evening sessions at the Burbank building and conferences with Mr. D. L. Hennessey, the principal of the evening school, fairly full information was gained concerning the work being done at this school.

The location in West Berkeley, on University avenue, allows

the school to draw a large part of its enrollment from the surrounding neighborhood, tho there are some who come from a distance. About sixty per cent of those enrolled come from the district west of the building, and the larger part of these from the northwest section.

At the Burbank building sessions are held every Monday, Tuesday, Wednesday, and Thursday evenings from 7:30 to 9:30. On Tuesdays, from 3:00 to 5:00 P. M., a class in millinery, and on Thursdays, during the same afternoon hours, a class in sewing, meet at the Garfield school, Shattuck avenue and Vine street.

Besides the principal there are nine instructors for the evening classes. With one exception the instructors are also engaged in day school work. The evening session of two hours is divided into three forty-minute periods, thus giving opportunity for one instructor to hold as many as three classes during the evening.

All classes are held the four evenings a week, with the following exceptions: the millinery class, sewing class, cooking class (recently discontinued), which are held once a week; the manual training class, twice a week.

The schedule for the spring term, 1919 follows.

Schedule of

Burbank Evening School

Spring Term

1919

<table>
<tr><td>7:30 - 8:10</td><td>8:10 - 8:50</td><td>8:50 - 9:30</td></tr>
<tr><td></td><td>Civics and History (Americanization class)</td><td></td></tr>
<tr><td>Typing</td><td>Advanced Shorthand</td><td>Beginning Shorthand (Gregg)</td></tr>
<tr><td>Intermediate Shorthand</td><td>Typing and Bookkeeping</td><td>Typing and Bookkeeping</td></tr>
<tr><td>Arithmetic</td><td>Algebra and English</td><td>Spelling and Commercial English</td></tr>
</table>

<table>
<tr><td>7:30 - 8:30</td><td>8:30 - 9:30</td></tr>
<tr><td>Spanish</td><td>French</td></tr>
<tr><td colspan="2">7:30 - 9:30
English for Foreigners (two instructors)</td></tr>
<tr><td colspan="2">Millinery - Monday
Sewing - Wednesday</td></tr>
<tr><td colspan="2">Cooking - Tuesday (Discontinued)</td></tr>
<tr><td colspan="2">Manual Training - Tuesday and Thursday</td></tr>
</table>

The commercial classes are fairly well attended. The typing room, which has thirty-five machines, accommodates beginners and advanced students at the different periods. The typewriting classes usually have an enrollment of about thirty each. The few bookkeeping students work in the typing room during the class periods of the typing classes. The three classes in shorthand, beginning, intermediate, and advanced, each have an enrollment of about ten. The spelling and commercial English class is usually large, having around twenty-five enrolled.

The Spanish class and the French class are both small in size. During 1918, due to the war situation, the French class had a very much larger enrollment.

The millinery course is very popular. The enrollment usually numbers twenty, about as many as can be cared for by one instructor. In this class, as well as in the sewing class which numbers about twelve, the type of instruction must be individual. In the sewing room, where both of these classes meet but on different evenings, there are six sewing machines. The cooking class, which was recently discontinued, had kitchen table equipment for twenty-four.

The manual training room has twenty-four benches with tools and one lathe.

About fifty foreigners are availing themselves of the opportunities offered them in either or both of the following

classes: English for foreigners, which meets the needs of the beginner in reading and spelling; or the class in civics and history, which is essentially for those who are applying for naturalization papers.

About fifteen nationalities are represented among these foreigners, the major part of whom are from Southern European and Spanish American countries. The largest representation is from the mixed Spanish stocks of Mexico and Central America. Of the Mexicans a large part are illiterate agricultural workers, a group very anxious to learn and very grateful for the opportunity. The number each of Italians, Portuguese, and Greeks who attend varies from ten to fifteen. There is usually a fair representation of Russians, Scandinavians and Finns.

Among the Asiatics there are several Koreans of an excellent type, Japanese, Hindus and Philippinos. Usually but a very few Chinese attend the classes.

The attendance is by no means constant. The foreigner likes to come with his friends, so the enrollment is usually dependent upon the interest and enthusiasm of a group. Many of the different nationalities have their club organizations, which figure greatly in attendance at the evening classes. One striking example of family attendance is the case of a family from Honduras. This family, or we might say household, consists of the father, six sons, and two men servants,

classes. [illegible] the [illegible], which [illegible] the [illegible] of the beginner in reading and [illegible] or [illegible] in [illegible] and history, which is essential for [illegible] for naturalization papers.

About fifteen nationalities are represented among forty foreigners, the major part of whom are from Northern, Western and Spanish speaking countries. The largest representation is from the [illegible] of [illegible] and [illegible] peoples of the [illegible]; a large part are [illegible] [illegible]ers, [illegible] they [illegible] to [illegible] and very grateful for the opportunity. The greater part of Italians, Portuguese, and Greeks who attend [illegible] from ten to fifteen. [illegible] is [illegible]ally a fair representation of Russians, Scandinavians and Finns.

Among the [illegible] there are several [illegible] of [illegible]cational type, [illegible], [illegible], and [illegible]. Usually but a very few [illegible] attend the classes.

The attendance is by no means constant. The [illegible] likes to come with his friends, so the enrollment is usually dependent upon the interest and [illegible] of a group. Many of the different nationalities have their own organizations, which figure greatly in [illegible] of the [illegible] classes. The striking example of family attendance is the case of a family from [illegible]. This family, or to [illegible] the household, consists of the father, his [illegible], and two [illegible] [illegible]-

making in all nine who come to the class to learn to speak, read and write English. This case is also interesting from the fact that immediately upon coming to Berkeley, the head of this household purchased a home, and then took definite steps for his household to acquire the language and customs of the community.

The average daily attendance in the classes of two of the teachers is counted toward the elementary day school attendance because of the grade of certificate held by these two teachers. The rest of the attendance counts toward high school average attendance.

About twenty-five boys and girls are enrolled who have been excused from school attendance on work permits, and who are attempting here in the night school to receive credits enough to complete the eighth grade requirements. Last year, May, 1918, ten completed the eighth grade work.

In February, 1919, when the classes were visited, there were 215 enrolled in both the evening schools. Of these, 118 were girls and women, 97 were boys and men. The average daily attendance was 95.

The following summary of the monthly reports represents the total attendance, including the elementary and high school attendance, at the Burbank evening school during the 1917-18 school year.

1917	Boys	Girls	Totals	Whole No. of Days attend.	Aver. daily attendance
Sept.	161	156	317	2314	165
Oct.	148	150	298	2625	164
Nov.	146	155	301	2528	158
Dec.	120	141	261	1920	128
1918					
Jan.	166	218	384	3456	216
Feb.	224	147	371	3049	190
Mar.	122	207	329	2528	158
Apr.	116	131	247	2171	135
May	116	131	247	2171	193

Edison Evening School. After several visits at the Edison evening school, and from information very kindly given by the principal, Mr. H. H. Glessner, and by the vice principal, Mr. D. T. Mc Carthy, the following summary of the evening school work is given.

The Edison school building is situated on Russell street, between Grant street and McGee avenue, in South Berkeley. About five-sixths of those who attend the evening school reside in the section east of the building, and of these, two-thirds come from the north half of this east side.

Classes are held four evenings each week: Monday, Tuesday, Wednesday and Thursday, from 7:30 to 9:30. The evening

session is divided into two periods for all academic and commercial subjects; other classes, such as manual training, millinery, and sewing, hold for the two hours. Some classes meet but once a week, others twice a week and several four times.

With one exception the thirteen instructors who are in charge of the classes are engaged in day school work. Six of this number meet their evening classes the four evenings a week. Most of the teachers have high school teachers' certificates; a couple have special certificates, such as for millinery or sewing; and two teachers hold grade school certificates. The attendance is counted for grade or high school attendance, according to the certificate held by the teacher, with the exception that the attendance of all pupils over seventeen years of age is counted for high school attendance.

When the school was visited in March, 1919, the following report was obtained for the previous month, which was the beginning of the new term:

Enrollment	Men 102	Women 139	Total 241
Whole attendance			1362
Average daily attendance			85
Average number belonging			105

About fifteen pupils who have obtained work permits and who are accordingly excused from day school attendance are coming here to the evening school and are attempting to finish the elementary school work. Last year seven were able to suc-

cessfully pass the examinations, and having fulfilled the requirements were granted the eighth grade certificate.

The Edison evening school is doing a class of work very similar to that done at the Burbank evening school, with the exceptions that at the Edison school there are no special classes in English or citizenship for the foreigners, while at this building the official Red Cross course in First Aid and Home Care of the Sick is given, and Mr. Glessner, the principal, has a very interesting class in salesmanship.

The following is the spring term, 1919, schedule of classes.

Schedule of

Edison Evening School

Spring Term

1919

7;30 - 8:30	8:30 - 9:30
	(Daily) Bookkeeping
(Daily) Advanced stenography	(Daily) Beginning stenography
(Daily) Beginning typing	(Daily) Advanced typing
(Mon. and Wed.) Advanced French	(Mon. and Wed. Spanish
(Alternate evenings) Advanced English Commercial arithmetic	(Alternate evenings) Advanced arithmetic Algebra
(Alternate evenings) Penmanship History	(Daily) Elementary English Elementary arithmetic
	(Monday) Salesmanship

7:30 - 9:30	
(Daily)	Manual Training Mechanical drawing
(Tuesday) (Thursday)	Beginning dressmaking Advanced dressmaking
(Monday)	Sewing
(Monday)	Advanced millinery
(Wednesday)	Beginning millinery
(Thursday)	First aid

With few exceptions the enrollment of the classes ranges from fifteen to twenty-two. Less than twelve are enrolled in the following classes: the French, the Spanish, the two stenography classes, the First Aid course, and the algebra class. The classes in beginning and advanced millinery, beginning and advanced dressmaking are all very well attended, and each is practically at capacity for the instructor in charge. The dressmaking and sewing classes have the use of six sewing machines. The manual training room has twenty-four benches and one lathe. The typing room has forty-eight typewriters.

The report of the Edison evening school, August, 1917 to May, 1918, indicating the total attendance, follows:

1917	Boys	Girls	Totals	Whole No. of Days attend.	Aver. daily attendance
Aug.	65	157	222	1677	104
Sept.	57	185	242	1901	119
Oct.	60	151	211	1521	108
Nov.	68	132	200	1770	104
Dec.	57	92	149	1095	92
1918					
Jan.	91	226	317	2827	177
Feb.	83	205	288	2555	143
Mar.	65	200	265	2042	114
Apr.	53	148	201	1552	98
May	53	143	196	848	106

Hawthorne Evening School. An attempt is being made at the Hawthorne school building, located in West Berkeley at Snyder avenue and Ninth street, to meet the needs of the many foreigners and the working classes in this neighborhood who lack an elementary school foundation and who have had very limited opportunities to progress in the occupational lines. Two teachers paid by the school district funds and two auxiliary teachers are in charge of the work. Classes meet on Monday, Wednesday and Friday evenings from 7:30 to 9:30. There are about 75 who have enrolled in the classes during the 1919 spring term, but there is very little regularity of attendance among these factory workers and foreigners. The courses offered are mostly grammar school subjects, typing, cobbling, and English and citizenship for foreigners. This last class has a fluctuating attendance of from three to fifteen. The equipment at this school is very limited, as there is no arrangement made for manual training, and the typing room has but five typewriting machines. The entire attendance at the evening classes is merged with the day elementary school attendance.

Attendance in Oakland. According to the school law the residents of one district may attend school in another district if the boards of education of each of the districts agree to give permission. If the boards fail to agree, the county superintendent decides the case. There is an exchange

of pupils in the day schools between the cities of Oakland and Berkeley, and there are many Berkeley residents who are attending classes in the Oakland evening schools. While there were about 400 Berkeley residents enrolled in the Edison and Burbank evening schools during the opening month of the 1919 spring term, there were almost that many Berkeley residents enrolled in the Oakland evening schools. In the evening and afternoon classes of the Oakland Technical Evening High School there were:

177 women in evening classes

74 " " afternoon "

127 men in evening classes

"a dozen or so" men in afternoon classes, making about 400 altogether.

During the 1918 fall term there were 512 Berkeley residents enrolled in the afternoon and evening classes of this Oakland school. The building is located on College avenue in north Oakland, about twenty blocks from the Berkeley-Oakland city boundary line. The street car connections with southeast Berkeley is good along the College avenue route, but of course requires time for transit. The wide range of courses offered under a splendid teaching force, the new modern buildings and extensive equipment are evidently the telling factors in the drawing of so many Berkeley inhabitants.

The following table showing the number of Berkeley men and women attending the different classes in the Oakland (California) Technical Evening High School is indicative of the varied interests and the major interests of these Berkeley residents.

Berkeley Residents Attending
Oakland (Calif.) Technical Evening High School

Spring Term 1919

Evening Men	Subject Double period classes	Evening Women	Afternoon Women
3	Acetylene Welding		
2	Americanization	2	
	Arch. drafting	1	
6	Auto practice	2	
20	Auto repair		3
1	Basketry		
6	Bookkeeping	5	
1	Cabinet making	1	
7	Chemistry	7	
	Civil service	2	
	Cooking	4	
	Dancing	2	
	Dramatics	3	
	Dressmaking	8	15
8	Electricity - Shop		
3	" Theory		
	First aid	4	
1	Foreign and dom. trade		
5	Freehand drawing	1	
	Harmony	2	
	Journalism	1	
1	Machine design		
5	Machine shop practice		
3	Mechanical drawing		
	Millinery	44	30
	Morse Telegraphy	5	
	Office appliances	4	
4	Pattern making		
2	Penmanship		
2	Physics	1	

Spring Term 1919 (Continued)

Evening Men	Subject Double period classes	Evening Women	Afternoon Women
3	Physical training		
	" "	8	
4	Public speaking	1	
1	Radio - Theory & prac.	1	
6	Salesmanship	1	
1	Shop mathematics		
	Shorthand	14	12
9	Typing	37	12
4	Dictation	3	
1	Short story writing	3	
	Stenotypy	2	2
2	Singing		
	Bacteriology	2	3
3	Ignition		
1	Strength of material		

40 min.

Evening Men	Subject Single period classes	Evening Women	Afternoon Women
2	Algebra	2	
5	Arithmetic	1	
1	Business English	7	
1	Commercial law	1	
3	English composition	5	
3	French	19	3
1	Geometry	2	
2	History and civics	2	
1	Literature	3	
	Oral expression	1	
14	Spanish	8	3
2	Spelling	2	
2	Trigonometry		

Evening Classes

Men	Women
127 enrolled in	177 enrolled in
41 subjects	41 subjects
160 aggregate subjects	221 aggregate sub.

Afternoon Classes

Men	Women
"A dozen or so" enrolled	74 enrolled in
mostly in auto repair	9 subjects
classes	100 aggregate sub.

Berkeley High School Equipment. No evening school classes are held at the Berkeley High School, located at Allston Way and Grove street, practically at the very center of the city.

The principal, C. L. Bridenbach, has been back of a movement for the extension of the work of the school to meet the needs of a larger share of the public. In a letter dated January 7, 1919, addressed to Superintendent Wilson and Board of Education, he says:

"I would also recommend that, as soon as our facilities warrant, afternoon and night classes, especially in vocational subjects and Americanization work, be opened for all persons who wish to attend. My ideal of a city high school is one that is open day and evening throughout the year, rendering effective service for the whole community."

For two years the privilege has been extended to graduates of the high school to take additional studies at the school. As a result there are twelve graduates attending regular classes.

At a regular meeting of the Board of Education, January, 1919, the following recommendation of the Superintendent was unanimously passed by the Board:

"I recommend the removal of all restrictions governing the use of any of the educational facilities provided by the Berkeley school system whereby attendance upon the same is denied to any student or citizen who desires to profit by the same and who is willing to comply with the standards of conduct and effort essential to good school work."

The carrying of the recent bond issue has assured the plans for the construction of a complete modern high school plant which will provide for the needs of a modern high school

in adequately serving the community in either the day school or the evening school.

Some of the special features and present equipment of the high school which are particularly significant for evening school work are:

Banking room with complete banking equipment.

Bookkeeping room with desks for forty.

Typing room with forty machines.

Chemistry laboratory with equipment and lecture hall.

Physics laboratory with equipment and lecture hall.

Art rooms and studies.

Music room with pianos.

Household chemistry laboratory.

Cooking laboratory to accommodate twenty-four.

Sewing rooms with eleven sewing machines.

Cabinet making shop.

Pattern shop.

Machine shop.

Printing shop: twelve type boxes, one press, one stone.

Gymnasium and dressing rooms with showers.

Auditorium and assembly hall.

Miscellaneous: geographical maps and charts, microscopes, telescope.

Equipment for Cabinet Making Shop.

20 benches (each bench has a set of tools.

1 instructor's bench and set of tools.

1 circular saw.

1 band saw.

1 24" surfacer.

1 12" jointer.

1 boring machine.

1 carborundum wheel for grinding edge tools.

1 emery wheel.

1 band saw filing machine.

The machines here listed are electrically driven, motor for each machine.

Machine Shop Equipment

1 anvil

1 tin shears

1 cornice brake

1 power hack saw

1 wet grinder

1 heavy duty drill press

1 small speed drill press

1 planer (20" x 72")

1 boring mill (30")

1 forge

1 air compressor

Machine Shop Equipment (Continued)

1 universal milling machine No. 1 1/2

1 speed lathe

7 engine lathes 12" and 14" swing

1 universal grinder

12 benches

A full equipment of hand tools

Note: Extra equipment for sheet metal work would cost about $200.

Pattern Shop Equipment

1 wood trimmer

8 lathes

1 circular saw

Benches for twenty-one students

The usual equipment of small tools.

The University of California. A full discussion will not be made of the splendid facilities offered at the University of California, except to mention the work of the Extension Department. This study deals primarily with the problem of the opportunities for education other than of college grade which Berkeley has to offer to that large share of the population which cannot be reached by the usual type of work offered at a university.

The University of California comprises the following colleges and departments: The Colleges of Letters and Science, Commerce, Agriculture, Mechanics, Mining, Civil Engineering and Chemistry; the Schools of: Architecture, Education, Jurisprudence, Medicine; and the University Extension Division. This latter department offers instruction wherever classes can be formed, or by correspondence anywhere in California; it provides lectures, recitals, and offers aid to communities thru its Bureau of Information and Social Welfare. The usual fee for a course of fifteen lessons is five dollars.

The splendid chance to co-operate with the University in the many fields of endeavor, and the many evening and Saturday classes open to the public are great advantages to the city of Berkeley and particularly to its educational force.

OTHER FACILITIES.

Among the number of private schools in Berkeley, we will choose to discuss briefly the few which are offering specialized vocational courses and have evening or Saturday classes.

The California School of Arts and Crafts has day, night and Saturday classes for a school term of nine months. During the summer there is a six weeks course offered at the tuition rate of $10.00 for the morning or afternoon classes, or $17.50 for full day courses. Fees for the day school range from $3.00 to $13.50 per month, according to the number of half days attended each week. Evening classes meet three times a week; tuition is $4.00 or $5.00 per month. The Saturday morning classes are $2.50 per month. The school offers courses in commercial and industrial art and design; "trains interior decorators, and artisans in metal (including jewelry), leather, pottery, basketry, weaving and furniture making."

The California School for Private Secretaries has, besides the regular day school, evening school classes which meet on Monday, Wednesday and Friday from 7:30 to 9:30 P. M. The tuition for the day school is $16.00 per month, $130.00 for nine months. The evening school tuition is $8.00 per month, or $21.00 for three months. At the evening sessions instruction is offered in the following subjects: Accounting, cost accounting, stenography, typewriting, business English, business administration.

The Standard Schools, of which there are two located in Berkeley, offer secretarial, commercial and shorthand courses. Thruout the year classes meet on Monday, Wednesday and Friday from 7:00 to 9:00 P. M. The tuition for the evening classes is $6.00 per month, $30.00 for six months, and $50.00 for twelve months. The regular diploma is granted at the completion of the course. At the night sessions the regular shorthand and commercial courses of study are offered, and during part of the year, the secretarial course.

The International Correspondence Schools have a representative in charge of a Berkeley office. The fact of the existence of the Berkeley office in proximity to the Oakland branch is proof that the I. C. S. draws a large clientele in Berkeley. The distinctive features of their system are advertised as:

1. Courses of instruction for particular occupations.
2. Textbooks prepared for each course.
3. Thorough examination and correction of the written work of students and clear explanation of all difficulties met by students.

The fees differ with the courses offered. All instruction papers and textbooks are issued by the school.

CHAPTER IV.

SUGGESTIONS FOR AN EFFECTIVE EVENING SCHOOL PROGRAM

The review of the various facilities for public education in the city of Berkeley demonstrates that the public evening schools are duplicating the courses offered, and in many cases similar classes in the different buildings are so small that they should be combined under the direction of one teacher. This would effect a saving of school funds and allow the establishment of other courses. That there is a demand for a variety of subjects is shown in the list of courses in which Berkeley residents are registered at the Oakland (Calif.) Technical Evening High School.

Working on the foundation of facts demonstrated in Chapter II that Berkeley has a varied population which has not profited by the usual type of secondary education, and since the needs of the majority of the citizens of Berkeley are not being met by the public education being offered to-day, we recommend that there be a further development of evening schools in Berkeley.

It is the purpose of this chapter to offer suggestions for the reorganization of the evening school system. A list

of suggestions is given below as a preliminary survey of the whole scheme. More detailed discussions will follow. These suggestions are:

The city superintendent should appoint a director who will be the responsible administrative and co-ordinating head of the general work of the entire evening school program. Such director should be a school official who is working in close co-operation with the city superintendent in matters pertaining to school affairs.

An advisory committee should be established to confer with the director on such matters as class organization, content of courses, etc., and to lend support in carrying over to the general public the plans of the director. Such committee should be composed of one or two representatives from the following fields: industry, labor organizations, foreign clubs, schools, and a club organization, such as the Parent-Teachers' Association. Provision should be made for the appointment to this committee of an authority on vocational education, if such person's services be available.

A committee on relations between the day school and evening school should be established to insure effective co-operation between the two schemes of education. The evening school director should be a member ex-officio. Such matters as the use of rooms, equipment, materials, and the adjustment of credit will be discussed by this committee.

The position of vocational counselor should be established. Such counselor could also act in similar capacity for the day schools, serve as an educational advisor for the evening school pupils, be the attendance officer for both systems, and have charge of the granting of all age and schooling certificates and permits to work.

A director of Americanization work should be appointed to supervise all classes in citizenship, the teaching of English to foreigners, and all classes which aim to acquaint the foreigner with our American customs and standards. This director should work in co-operation with the courts having charge of the naturalization of foreigners, and with the State Commission on Immigration and Housing, and with any local organization interested in Americanization work.

There should be a centralization of classes at one large, well equipped, centrally located school building. This does not mean that all classes must be held at one school plant, but that the major amount of work will be given at one building, and that all classes held elsewhere,- in other school buildings, in factories, or at other places - should be considered as branches of the central school.

The evening school work should be considered just as integral a part of the educational program of the city as the work of the regular day school. A recognition of this fact will mean that if the central plant is to be the proposed new

high school building, this new building will be constructed to be at capacity utility for the evening school teaching force and pupils. Duplicate storerooms, cupboards, lockers, etc., will be provided to insure convenience in the double use of the building. The evening school director will establish himself in an office at this building, which will be the general administrative and business headquarters for the entire evening school system.

Because of the unusual problems in evening school work, the director will need to carry out a very close, systematic supervision of all class work. The consideration of the content of the course of study, the proper choice of text-books, and the methods of teaching which will appeal to the maturity of the pupils, will be numbered among the problems.

A system of record cards which contain information about the pupils and teachers will be of excellent use in checking up the actual results of the system. The pupils' registration card might contain such data as: age, nativity, record of parents, home address, schooling, literacy, knowledge of English, employment, and address of place of employment. The record of pupils' attendance will contain both the class record and attendance officers' report of services. The vocational and educational advisor's record of the pupil should be kept here for ready reference.

Because of the particular qualifications necessary to

insure successful evening school teaching, a record should be kept of the instructors' qualifications for this type of teaching. Many very successful day teachers are entirely unfitted for successful instruction of adults. Such points as special training, personality, experience with teaching adults, and amount of activities in which the individual is engaged, are some of the records which should be kept as well as the record of the outline of the course of study and the class attendance.

The evening school attendance will depend not only upon the courses offered but also upon the instructor's enthusiasm, disposition and energy, as well as his training and experience. The teacher must be sympathetic in comprehending the needs of the evening school pupil. The content of the course of study must be carefully graded and arranged to meet the immediate needs of the pupils that they may have some tangible encouragement for their efforts. The methods of instruction must appeal to the maturity of the class, and the class control and discipline must be befitting for adults. The amount ofindividual instruction required in a class will determine the maximum sizes of classes. But in order to hold the position a teacher should be required to keep the average attendance above a determined minimum number. It has been found to be good practice in many cases to limit the amount of teaching to be done by evening school teachers, since a person doing full day work is usually unable to carry a heavy evening school schedule and do justice to both

classes of work. In Passaic, New Jersey, evening school teachers give half day time; for instance, the full evening session and three hours in either the morning or the afternoon constitute a full day of teaching and remuneration is received accordingly. This plan does not include those teachers who are employed during the regular working hours in the industries and in business.

There is no compulsory attendance law to insure evening school attendance, so in order to reach the public with the program, it will be necessary to enlist the enthusiastic support of all organizations,- civic, industrial, labor, social and religious - and the power of the press, both native and foreign. As many mediums should be used in advertising as it is practical to employ. Newspaper support will help to insure success. The street car companies will doubtless donate space for car cards. Circular letters to employers, employees, and organizations will gain the attention of many. Posters in conspicuous places and bulletins will have their effect. The movement is so large that it requires more than one method and more than one force to carry it thru to the whole community.

The lowest age limit for registration and attendance at evening school should be sixteen years, except for the boys and girls who have obtained permits to work. These young people who are seeking to complete the grammar school course

should have the services of an experienced school teacher who is acquainted with Berkeley standards.

As explained in the preliminary definition of the term "evening school", classes may be held at any time which can be conveniently arranged. The afternoon hours from three to five are especially good for courses for housewives. Some of the afternoon classes in home economics could be organized under the state requirements for participation in federal funds available thru the Smith-Hughes Act. Similarly, classes receiving federal and state aid could be organized in industrial or agricultural subjects.

Wherever practicable the term course should be divided into a sequence of short unit courses, intensive in character, to allow something tangible for the student who has a limited amount of time at his disposal and who is interested in obtaining but certain phases of the general course. These short unit courses with individual titles are of particular value in the industrial subjects. They arouse the interest of the worker and make it appear worthwhile to make the effort to attend.

The public schools should provide for the public the services of a person trained to give vocational counsel, for it is of the utmost importance to society that each individual be placed in the occupation where he will make the most of himself, and give the best of himself to the productive world. A counselor trained for that particular type of work could

divide his time between the regular day school and the evening school, and he might also act as attendance officer and have charge of the issuance of the work permits. Since the State has theoretically a guardianship over the education of young people until the age of sixteen, a close vigilance should be kept over those who are not in regular school attendance.

One of the most important fields of work in the evening school program is the Americanization work. Because of the special problems which are involved in teaching foreigners to speak, read and write the English language and in giving them a right conception of the ideals, standards and customs of our nation, it is advisable to have a capable supervisor to carry on this work. This supervisor will have charge of the guidance of all class work and of the special training required of the teachers under him. All classes must be carefully graded or grouped so that the members can profit from class work and gain from the work of the others.

By a recent act of the legislature any district is allowed to employ out of its district funds a home teacher for each five hundred pupils. This home teacher is expected to go into the homes to instruct the women in better standards of living, of home life, of rearing children, and in American citizenship, and she is to organize community classes for teaching such subjects as dietetics, making of clothing, hygiene and sanitation, care of children, citizenship and English.

Whether or not Berkeley makes use of the services of a home teacher, it is very essential that classes be organized that will appeal particularly to the immigrant woman and assist her in acquiring the American customs and language.

Various community center activities will keep up the interest in the evening school work and draw to the school those who are unacquainted with the work. Both the men and the women should have opportunities of physical training in regular gymnasium classes and in sports. Community dances could be held frequently. Travel talks, lectures on live topics, and motion picture shows will not only be entertaining but instructive. Various organizations, such as debating clubs, glee clubs, literary societies, and social clubs will hold the interest of young and old alike.

The reaction of most persons to the suggestion of charging a small returnable fee for registration in public evening school classes is very apt to be that such a charge is not in accordance with the ideals of a free public education. However, it is an assured fact that a slight fee required of applicants at registration, which amount is returned after a certain per cent of attendance, will protect the city from the expenditure of quite a sum of money for unnecessary enrollment. Such a plan has been tried in Boston since 1911. A payment of one dollar was required, which was returned after an attendance of two thirds of the term. The 1912-1913 results of the charging

of the fee were that the enrollment in evening industrial and trade attendance decreased eleven per cent, but the average attendance increased thirty per cent. It would require state legislation before the charging of a fee would be legal in California. The advisability of such legislation is a point which the city of Berkeley should consider carefully.

The foregoing outline may appear to some to be an elaborate and costly scheme. But any plan to be efficient must have an organization which will insure its success. There can be no haphazard work about an evening school program if results are to be obtained. There is the old expression:"Education pays", and most assuredly it is the education of the masses, and particularly of those who are lacking in their elementary education, that pays on a far-reaching basis. It has been shown that the earning capacity of the citizens of several of our states are in direct proportion to the efficiency of the school systems of these states. For example, Dr. Charles W. Dabney, who investigated this matter, found that in 1898-1899, Massachusetts spent on her schools $38.55 per pupil against $4.62 per pupil spent in Tennessee. But Massachusetts showed a productive capacity of $144.00 more per year per inhabitant than did Tennessee, and $90.00 a year more than the average for the United States. To summarize: Massachusetts put about thirteen millions per year more than Tennessee into her schools and received nearly four hundred million dollars annually in

increased earning capacity, in large measure produced by the education of its citizens. But education pays not only in dollars and cents; it also pays in better citizenship and in better living.

All communities must awaken to the realization of the waste of municipal resources involved in keeping the school buildings closed the greater part of the twenty-four hours, for more than one hundred and sixty days out of the year, and in limiting instruction to those of "school age".
In conformity to the ideals of a great democracy, Berkeley must realize the vast responsibility involved in making adequate provision for the best development of all citizens.

APPENDIX

A partial list of subjects and courses which might be offered in evening schools is herewith appended.

<u>Industrial courses</u>

Automobile repair and construction

Baking

Building construction

- Carpentry
- Mill room work
- Bricklaying
- Building foremen
- Cost estimating
- Concrete construction
- Specifications

Drawing and design

- Building construction drafting
- Sheet metal drafting
- Interior decorating

Electricity (general)

Gas manufacture

Heat treatment

Machine shop subjects

Plumbing

Printing: presswork and linotype operation

Radio operator

Sheet Metal

Slide rule

Steam fitting

Industrial courses (Continued)

Telegraphy (Morse)

Telephony

Welding

Industrial English

" applications of science

" " " mathematics

" " " drawing

<u>Commercial courses</u>

Salesmanship

Display and trimming

Commercial art
Show-card writing
Lettering and sign painting

Shorthand

Typewriting

Business English

Letter writing

Bookkeeping and banking

Commercial and civil law

Secretarial routine

Arithmetic

Spelling

Penmanship

Filing, indexing and copying

Office appliances: dictaphone, multigraph, mimeograph, telephone switchboard, Burrough's adding and listing, calculating and bookkeeping machines.

Home Economics.

Food preparation, preservation and service

Home sewing: making and repairing of clothes

Millinery for women and children

Home laundering

Home gardening

Home nursing

Home invalid cooking

Housekeeping

Study of fabrics

Textile, dress and millinery designing

House planning

Interior and furniture designing

Interior decoration and furnishing

Hygiene and sanitation

Household chemistry

Dietetics

Home economy and accounting

Dry cleaning

TABLE I

Population of Berkeley

1890 - 1918

Year	Number
1890	5,101
1900	14,100
1901	15,042
1902	16,801
1903	18,047
1904	20,007
1905	23,378
1906	26,283
1907	38,117
1908	36,963
1909	38,654
1910	40,434
1911	42,659
1912	45,100
1913	50,000
1914	55,000
1915	60,000
1916	65,000
1917	67,500
1918	69,000

TABLE II

Population of Berkeley, Oakland, and San Francisco.

Showing Number and Per Cent of Increase

1890 - 1910

Census	BERKELEY		Oakland		San Francisco	
	Number	% Increase	Number	% Increase	Number	% Increase
1890	5,101		48,682		298,997	
1900	13,214	159.0	66,960	37.5	342,782	14.6
1910	40,434	206.0	150,174	124.3	416,912	21.6

TABLE III

Per Cent Engaged in Berkeley,

San Jose, Los Angeles, Sacramento and Oakland

in the Various Occupations

1910

Occupation	BERKELEY	Average of following cities	San Jose	Los Angeles	Sacramento	Oakland
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Agriculture	1.70	2.9	4.8	2.6	2.1	2.3
Extraction of Minerals	.82	.82	.5	1.3	.7	.9
Manufacturing and Mechanical Pursuits	27.32	32.2	30.8	30.9	33.7	33.5
Transportation	7.96	11.5	9.1	9.9	14.4	12.5
Trade	18.52	18.5	19.1	20.8	17.2	18.6
Public Service	1.52	1.5	1.5	1.4	1.7	1.6
Professional Service	15.07	8.3	10.2	8.7	6.7	7.5
Domestic and Personal Service	14.13	15.	17.5	14.7	14.4	14.4
Clerical Occupations	12.29	8.5	6.0	9.2	8.9	9.7

TABLE IV

Number and Per Cent of Inhabitants,

by Sex, Engaged in the Various Occupations

in Berkeley

1910

Occupation	Males		Females		Total	
	Number	%	Number	%	Number	%
Total	12,496	100	3,658	100	16,154	100
Agriculture	272	2.17	4	.1	276	1.70
Extraction of Minerals	4,132	1.05	1	.02	133	.82
Manufacturing and Mechanical Pursuits	4,001	32.01	413	11.28	4,414	27.32
Transportation	1,226	9.81	61	1.66	1,287	7.96
Trade	2,735	21.88	258	7.05	2,993	18.52
Public Service	244	1.95	3	.08	247	1.52
Professional Service	1,482	11.86	954	26.08	2,436	15.07
Domestic and Personal Service	1,105	8.84	1277	34.80	2,383	14.13
Clerical Occupations	1,299	10.39	687	18.78	1,986	12.29

TABLE V

Per Cent by Sex Engaged in Berkeley,

Los Angeles, & Oakland, in Various Occupations

1910

Occupations	Males			Females		
	BERKELEY	Los Angeles	Oakland	BERKELEY	Los Angeles	Oak-land
Manufacturing and Mechanical Pursuits	32	34	34	11	18	20
Trade	22	23	20	7	11	11
Professional Service	12	6	6	26	16	15
Clerical Occupations	10	7	7	19	15	18
Transportation	10	12	15	1	2	2
Domestic and Personal Service	9	9	10	35	35	31

TABLE VI

Persons Engaged in Each Specified Occupation,

Classified by Sex, in Berkeley.

1910

	Males	Females	Total
Total over 10 years of age	16,487	17,867	34,354
Total over 10 years in occupations	12,496	3,658	16,154
Agriculture	272	4	276
Garden & orchard laborers	106	1	107
Farmer	49		49
Gardeners, fruit growers	39	3	42
Laborer	19		19
Fishermen	15		15
Mining	132	1	133
Mining laborers	59		59
Mining operators	46	1	47
Quarry laborers	17		17
Manufacturing and Mechanical Pursuits	4,001	413	4,414
Carpenters	692	1	693
Building laborers	324	5	329
Builders & contractors	307	4	311
Painters	218		218
Electricians	213		213
Machinists	197		197
Manufacturers	180	4	184
Dressmakers		177	177
Engineers(stationery)	172		172
Managers	149	3	152
Plumbers	137		137

	Males	Females	Total
Tailors	99	18	117
Compositors, typesetters	90	9	99
Apprentices	76	10	86
Bakers	64	3	67
Milliners	1	60	61
Blacksmiths	59		59
Chemical laborers	55		55
Engineers (mechanical)	54		54
Foremen	46	7	53
Shoemakers	49	1	50
Plasterers	48		48
Moulders and Founders	46		46
Brick masons	34		34
Pressmen	31		31
Jewelers	22	1	23
Cabinet makers	22		22
Iron & steel laborers	20		20
Mechanics	29		29
Pattern makers	18		18
Sewers	3	13	16
Semi-skilled operatives			
Lumber and furniture industry	78	3	81
Food industry	34	35	69
Iron and steel	66		66
Chemical industry	35	10	45
Printing and Publishing	25	13	38
Textile	12	21	33
Clay, glass, stone	24		24
Clothing Ind.	10	7	17
Other industries	47	4	52
Transportation	1,226	61	1,287
Water:			
Sailors	96	2	98
Captains	92		92
Longshoremen	44		44
Road and street:			
Draymen	186		186
Hostlers	28		28
Chauffeurs	18		18
Proprietors and Managers	16	1	17

	Males	Females	Total
Railroad:			
Laborers	200		200
Locomotive engineers	39		39
Conductors(steam)	37		37
Officials	33		33
Switchmen	29		29
Brakemen	27		27
Locomotive firemen	23		23
Conductors(street)			
Express, postal, teleg. and telephone:			
Telephone operators	4	49	53
Mail carriers	51		51
Telegraph operators	30	7	37
Teleg.&Teleph. linemen	24		24
Express messenger & R.R. Mail Clerks	24		24
Other transportation pursuits:			
Laborers **	75		75
Proprietors	28		28
Inspectors	18		18
Trade	2,735	258	3,093
Retail dealers	813	60	873
Salesmen	539	123	662
Real estate Agents	282	9	291
Clerks in stores	208	43	251
Commercial travelers	179	1	180
Delivery men	149		149
Insurance agents	142	5	147
Bankers	141	2	143
Wholesalers&importers	86		86
Proprietors, officials	58	3	61
Laborers in yards and warehouses	31		31
Laborers in stores	28	4	32
Newsboys	25		25
Floorwalkers, foremen	18	2	20
Public Service	244	3	247
Watchmen	42		42
Firemen	35		35
Officials, inspectors (city & county)	31	1	32

	Males	Females	Total
Police	26		26
Soldiers, sailors, etc.	21		21
Professional Service	1,482	954	2,436
Teachers	168	531	699
Civil, mining engineers	265		265
Lawyers	178		178
Musicians	51	127	178
Professors & College Presidents	138	10	148
Physicians	116	30	146
Nurses	5	99	104
Clergymen	92	2	94
Authors, editors, reporters	72	17	89
Architects	74	5	79
Artists	27	46	73
Dentists	60	3	63
Designers, draftsmen	63		63
Semi-professionals	38	33	61
Chemists	57	2	59
Other professional pursuits	32	20	52
Photographers	25	8	33
Domestic and Personal Service	1,105	1,277	2,382
Servants	491	788	1,279
Laundry operatives	117	39	156
Nurses (not trained)	5	127	132
Boarding house keepers	18	102	120
Housekeepers	19	91	110
Waiters	65	42	108
Barbers	82	23	105
Janitors	92	5	97
Cleaners, Charwomen	40	6	46
Launderers (home)	3	30	33
Laborers (domestic)	30	2	32
Laundry owners	28	1	29
Hotel keepers	18	10	28
Restaurant Keepers	21	6	27
Porters	24		24
Bartenders	18		18
Clerical Service	1,299	687	1,986
Bookkeepers	479	200	679
Clerks (not in stores)	569	108	677

	Males	Females	Total
Stenographers	39	373	412
Agents, solicitors, collectors	162	4	166
Messengers	50	2	52

* Note: The above list includes only those occupational groups to which 15 or persons belonged.

** Not otherwise specified.

TABLE VII

Industrial Status of Berkeley,

Los Angeles, and San Francisco

1918

Cities	Berkeley a'	Los Angeles b'	San Francisco b'
Population	69,000	600,000	550,000
Capitol Invested	21,000,000		
Yearly Products	10,000,000		
Annual Pay-roll	3,500,000	23,202,853	41,319,646
Persons Employed	2,415	24,907	35,359

a' From Berkeley Chamber of Commerce Report.
b' From California Bureau of Labor Statistics Report.

TABLE VIII

Composition of Population of Berkeley, Pasadena, San Diego, San Jose, Sacramento, Oakland, San Francisco

1910

Cities	Population 1910	Native white of native parentage		Native white of foreign or mixed parentage		Foreign born white		Negro		Indian Chinese Japanese	
		Number	%	Number	%	Number	%	Number	%	Number	%
Pasadena	30,291	19,026	62.8	5,867	19.4	4,297	14.2	744	2.5	357	1.1
San Diego	39,578	22,550	57	8,549	21.6	7,366	18.6	597	1.5	516	1.5
BERKELEY	40,434	19,479	48.2	11,863	29.3	7,653	18.9	247	.6	1,192	2.8
San Jose	28,946	13,174	45.5	9,061	31.3	5,817	20.1	182	.6	712	2.8
Sacramento	44,696	19,821	44.3	12,999	29.1	8,885	19.9	486	1.1	2,505	5.5
Oakland	150,174	55,198	36.8	49,936	33.3	36,822	24.5	3055	2	5,163	3.4
San Francisco	416,912	115,359	27.7	153,781	36.9	130,874	31.4	1642	.4	15,146	3.6
Average			46		28.7		21.1		1.2		2.9

TABLE IX

Foreign Born Population by Country of Birth

in Berkeley

1910

Sections and Countries	Foreign Born Population: Number		Foreign Born Population: Per Cent		Total Population: Per Cent	
Northwestern Europe	4,975		57		12	
British Isles		2,169		25		5
England		(1,094)		(12)		(2)
Ireland		(695)		(8)		(1)
Scotland		(344)		(4)		(*)
Wales		(36)		(*)		(*)
Germany		1,231		14		3
Scandinavia		1,112		12		2
Sweden		(626)		(7)		(1)
Denmark		(266)		(3)		(*)
Norway		(220)		(2)		(*)
France		(256)		3		(*)
Switzerland		158		1		*
Netherlands		28		*		*
Belgium		20		*		*
Southern and Eastern Europe	1,383		16		3	
Finland		338		3		*
Italy		329		3		*
Russia		224		2		*
Portugal		203		2		*
Greece		117		1		*
Austria		91		1		*
Hungary		34		*		*
Roumania, Bulgaria		22		*		*
Turkey		14		*		*
Spain		11		*		*
Asia	1,018		11		2	
Japan		639		7		1
China		325		4		*

Sections and Countries	Number		Per Cent		Per Cent	
Turkey		10		*		*
All Other Countries		44		*		*
America (outside U. S.)	1,074		12		2	
Canada (British)		918		10		2
Canada (French)		22		*		*
Mexico		75		*		*
Central and South America		53		*		*
Cuba, West Indies		6		*		*
All Other Countries	192		2		*	

* Less than one per cent.

TABLE X

Illiteracy in Berkeley, Oakland, San Francisco,

San Diego, Sacramento, and Pasadena

1910

	Total Population over 10yrs. of age			Native White over 10yrs. of age			Foreign-born White over 10yrs. of age		
	Population	Illiterate		Population	Illiterate		Population	Illiterate	
		Number	%		Number	%		Number	%
Oakland	126,914	3,863	3.0	83,508	335	0.4	36,042	3,000	8.3
San Francisco	362,826	7,697	2.1	218,383	437	0.2	128,672	5,987	4.7
San Diego	34,300	545	1.6	26,126	67	0.2	7,131	412	5.8
BERKELEY	34,354	475	1.4	25,551	18	0.1	7,501	394	5.3
Sacramento	38,973	534	1.4	27,476	56	0.2	8,748	373	4.3
Pasadena	26,259	319	1.2	21,102	78	0.3	4,184	159	3.8
Average			1.8			.2			5.4

TABLE XI

Age Groups of Native and Foreign Born Living in

Berkeley: 1910

Native Born Males		Age Groups	Foreign Born Males	
Per Cent	Number		Number	Per Cent
100.00	14,508	..... Total............	4933	100.00
10.82	1,574	..... Under 5 yrs......	28	.56
9.10	1,311	..... 5 to 9 yrs.......	47	.95
21.43	3,109	..... 10 to 19 yrs.....	187	3.79
41.32	5,995	..... 20 to 44 yrs.....	1935	39.22
17.36	2,519	..... 45 yrs. & over...	1736	35.19

Native Born Females		Age Groups	Foreign Born Females	
Per Cent	Number		Number	Per Cent
100.00	16,816	..... Total............	3716	100.00
9.10	1,531	..... Under 5 yrs......	16	.43
8.17	1,375	..... 5 to 9 yrs.......	61	1.64
19.10	3,213	..... 10 to 19 yrs.....	220	5.92
43.55	7,324	..... 20 to 44 yrs.....	1872	50.38
20.00	3,373	..... 45 yrs. & over...	1547	41.63

TABLE XII

Age Groups of Inhabitants of Berkeley,

Pasadena, Sacramento, San Diego, San Jose

1910

Cities	All Ages	Per Cent Under 5yrs	PerCent 5-14	PerCent 15-24	PerCent 25-44	PerCent 45-64	Per Cent 65 & Over
BERKELEY	40,434	8.	14.7	20.0	34.2	18.2	4.9
Pasadena	30,291	6.7	13.6	16.1	32.9	22.1	8.4
Sacramento	44,696	6.9	12.0	19.1	40.7	17.0	4.2
San Diego	39,578	6.8	13.4	17.0	32.6	21.5	7.8
San Jose	28,946	7.8	14.4	18.2	33.4	19.3	6.7

TABLE XIII

Comparative School Age, Attendance, and Per Cent of Attendance for Berkeley and Total Population of California Cities of 25,000 or more

1910

BERKELEY			Age Groups	Total Population of California Cities of 25,000 *		
Number	Number Attending School	Per Cent Attending School		Number	Number Attending School	Per Cent Attending School
10,050	7,466	74.3	6-20 years (inclusive)	230,029	145,722	63.3
2,241	1,833	81.7	6-9 yrs.	54,083	44,622	82.5
3,095	2,983	96.3	10-14 yrs.	69,049	64,535	93.4
2,228	1,641	73.6	15-17 yrs.	48,067	26,536	55.2
2,486	1,009	40.5	18-20 yrs.	58,830	10,030	17.0
5,336	4,816	90.3	6-14 yrs.	123,132	109,157	88.7

* Cities included: Los Angeles, San Francisco, Oakland, Berkeley, Pasadena, Sacramento, San Diego, and San Jose.

TABLE XIV

Comparative Sex Distribution of Residents of Berkeley

Oakland, and San Francisco

1910

Cities	Males		Females	
	Number	Per Cent	Number	Per Cent
BERKELEY	19,518	48.3	20,916	51.7
Oakland	78,222	52.	71,952	48.
San Francisco	236,901	56.1	180,011	43.9

RETURN TO → EDUCATION-PSYCHOLOGY LIBRARY
2600 Tolman Hall 642-4209

LOAN PERIOD 1 SEMESTER	2	3
4 SEMESTER LOAN NO TELEPHONE RENEWALS	5	6

ALL BOOKS MAY BE RECALLED AFTER 7 DAYS
2-hour books must be renewed in person
Return to desk from which borrowed

DUE AS STAMPED BELOW

SEMESTER LOAN
MAY 12 1983
SUBJECT TO RECALL
REC'D MAY 14 '84 -12 M

FORM NO. DD10

UNIVERSITY OF CALIFORNIA, BERKELEY
BERKELEY, CA 94720

YE snag sN

LeVeque, Norma Ebolie
Evening School Opportunities for Berkeley

Black Lynne 3/46 O,K.

UNIVERSITY OF CALIFORNIA
Division of Vocational Education
BERKELEY, CALIFORNIA

BERKELEY, CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA